

Greeleyville Elementary

Post Office Box 128
Greeleyville, SC 29056

Grades	K-6 Elementary School	
Enrollment	349 Students	
Principal	Mrs. Lillian R. Robinson	843-426-2116
Superintendent	Kenneth Gardner, Ed.D.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	45	71	15

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	Yes

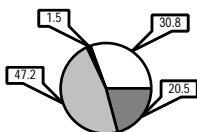
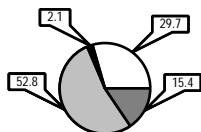
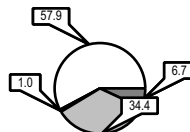
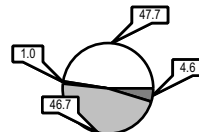
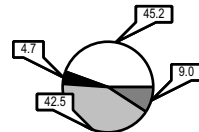
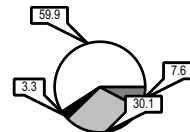
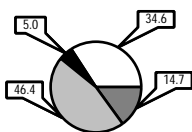
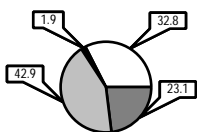
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	210	100.0	30.6	47.4	20.4	1.5	32.7	Yes	Yes
Gender									
Male	115	100.0	33.3	49.1	16.7	0.9	25.0		
Female	95	100.0	27.3	45.5	25.0	2.3	42.0		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	204	100.0	31.4	46.1	20.9	1.6	33.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	174	100.0	29.0	47.5	21.6	1.9	38.3		
Disabled	36	100.0	38.2	47.1	14.7	0.0	5.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	210	100.0	30.6	47.4	20.4	1.5	32.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	100.0	30.6	47.4	20.4	1.5	32.7		
Socio-Economic Status									
Subsidized meals	190	100.0	32.6	46.6	19.7	1.1	30.9	Yes	Yes
Full-pay meals	20	100.0	11.1	55.6	27.8	5.6	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	210	100.0	29.6	53.1	15.3	2.0	34.7	Yes	Yes
Gender									
Male	115	100.0	35.2	54.6	9.3	0.9	26.9		
Female	95	100.0	22.7	51.1	22.7	3.4	44.3		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	204	100.0	30.4	52.9	14.7	2.1	34.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	174	100.0	27.2	52.5	17.9	2.5	41.4		
Disabled	36	100.0	41.2	55.9	2.9	0.0	2.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	210	100.0	29.6	53.1	15.3	2.0	34.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	210	100.0	29.6	53.1	15.3	2.0	34.7		
Socio-Economic Status									
Subsidized meals	190	100.0	30.9	53.4	14.6	1.1	33.1	Yes	Yes
Full-pay meals	20	100.0	16.7	50.0	22.2	11.1	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	210	100.0	57.7	34.2	6.6	1.5	8.2
Gender							
Male	115	100.0	62.0	29.6	7.4	0.9	8.3
Female	95	100.0	52.3	39.8	5.7	2.3	8.0
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	204	100.0	58.6	34.0	6.3	1.0	7.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	174	100.0	53.7	37.0	8.0	1.2	9.3
Disabled	36	100.0	76.5	20.6	0.0	2.9	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	210	100.0	57.7	34.2	6.6	1.5	8.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	210	100.0	57.7	34.2	6.6	1.5	8.2
Socio-Economic Status							
Subsidized meals	190	100.0	60.1	32.0	6.2	1.7	7.9
Full-pay meals	20	100.0	33.3	55.6	11.1	0.0	11.1

Social Studies							
All Students	210	100.0	47.4	46.9	4.6	1.0	5.6
Gender							
Male	115	100.0	54.6	39.8	3.7	1.9	5.6
Female	95	100.0	38.6	55.7	5.7	0.0	5.7
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	204	100.0	48.7	46.1	4.2	1.0	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	174	100.0	43.2	50.0	5.6	1.2	6.8
Disabled	36	100.0	67.6	32.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	210	100.0	47.4	46.9	4.6	1.0	5.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	210	100.0	47.4	46.9	4.6	1.0	5.6
Socio-Economic Status							
Subsidized meals	190	100.0	48.9	46.6	3.9	0.6	4.5
Full-pay meals	20	100.0	33.3	50.0	11.1	5.6	16.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	44	100.0	4.5	38.6	54.5	2.3	56.8
	4	48	100.0	16.7	64.6	18.8	N/A	18.8
	5	60	100.0	45.0	43.3	10.0	1.7	11.7
	6	44	100.0	61.4	25.0	13.6	N/A	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	9.3	39.5	46.5	4.7	51.2
	4	52	100.0	25.0	60.4	14.6	0.0	14.6
	5	50	100.0	35.6	55.6	8.9	0.0	8.9
	6	63	100.0	47.5	35.6	15.3	1.7	16.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	44	100.0	15.9	72.7	9.1	2.3	11.4
	4	48	100.0	18.8	64.6	14.6	2.1	16.7
	5	60	100.0	38.3	56.7	5.0	N/A	5.0
	6	44	100.0	36.4	43.2	13.6	6.8	20.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	16.3	60.5	20.9	2.3	23.3
	4	52	100.0	33.3	50.0	14.6	2.1	16.7
	5	50	100.0	28.9	60.0	8.9	2.2	11.1
	6	63	100.0	37.3	44.1	16.9	1.7	18.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	51.2	39.5	9.3	0.0	9.3
	4	52	100.0	70.8	25.0	4.2	0.0	4.2
	5	50	100.0	57.8	40.0	2.2	0.0	2.2
	6	63	100.0	52.5	33.9	10.2	3.4	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	23.3	62.8	14.0	0.0	14.0
	4	52	100.0	29.2	70.8	0.0	0.0	0.0
	5	50	100.0	66.7	31.1	2.2	0.0	2.2
	6	63	100.0	66.1	27.1	3.4	3.4	6.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 349)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	5.7%	Up from 5.6%	3.9%	3.0%
Attendance rate	97.1%	Up from 96.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%	Down from 16.8%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Down from 15.3%	5.4%	3.2%
Eligible for gifted and talented	0.9%	Down from 1.5%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Up from 8.3%	8.1%	8.2%
Older than usual for grade	4.0%	Up from 3.5%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	42.9%	Up from 40.0%	50.6%	52.6%
Continuing contract teachers	95.2%	Up from 72.0%	76.4%	83.3%
Highly qualified teachers	100.0%	No change	92.3%	93.5%
Teachers with emergency or provisional certificates	5.3%	Down from 10.0%	2.5%	0.0%
Teachers returning from previous year	83.8%	Up from 81.6%	83.4%	87.0%
Teacher attendance rate	94.5%	Up from 93.6%	94.9%	95.0%
Average teacher salary	\$38,204	Up 3.6%	\$40,422	\$41,703
Prof. development days/teacher	15.3 days	Up from 12.2 days	13.5 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.8%	88.8%	89.8%
Dollars spent per pupil*	\$5,571	Down 10.3%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.9%	63.0%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year has been a successful experience for students, staff, and stakeholders at Greeleyville Elementary School. The support of the SIC, PTO, parents, volunteers, mentors, churches, business partners, and other community members has been outstanding. We are committed to educational excellence for every child in all of our endeavors.

Greeleyville Elementary continued to implement a standards driven curriculum with scientific researched based, student centered programs to ensure the best learning environment for each child. We maintained deregulated status with the State Department of Education for the seventh year. We implemented the SIG (School Improvement Grant) Program, Title 1 tutoring, Educational Talent Search, Creative Curriculum, Accelerated Reader, 21st Century Learning Center after-school program, SuccessMaker Lab and computerized benchmark testing.

We have had excellent staff development opportunities for all staff members. All staff members attended staff development on the Learning Centered School, character education, and team building. A technology course was also provided for all staff members. Two teachers received graduate degrees and two teacher assistants received bachelor degrees.

Greeleyville Elementary School remains steadfast in enabling students to become competent, confident, and responsible citizens.

Lillian R. Robinson, Principal
Larry Redden, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	55	30
Percent satisfied with learning environment	95.5%	79.6%	82.8%
Percent satisfied with social and physical environment	91.3%	74.5%	63.3%
Percent satisfied with school-home relations	95.5%	70.9%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.